



St Vincent's Catholic Primary School

COVID-19 Catch-up Premium Plan 2020 – 2021 (last updated February 2021)

Summary information

School	St Vincent's Catholic Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£12,480	Number of pupils	156

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- High Quality Teaching for All
- Effective diagnostic assessment
- Supporting Remote learning
- Focussing on Professional Development

Targeted approaches

- High quality 1-to-1 and small group tuition
- Teaching Assistants and targeted support
- Planning for Pupils with SEND

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents and carers whilst sustaining engagement
- Access to technology

Identified impact of lockdown	
Maths	Across all year groups, specific content has been missed as certain elements are not normally taught until later in the spring term. Teachers during lockdown tried to provide opportunities for review and reinforcement of key skills, plus work using Oak National Academy to support the development of new learning. However this work was not been completed by all children and was not monitored in such a way which would enable a clear assessment of learning. Baseline assessment has confirmed that this learning was not embedded and staff have analysed gaps in learning. Rapid recall of facts is a consistent issue across all year groups, and in response to this a progression of these skills has been mapped out across the school. Pre-learning tasks will be used to give teachers a more granular understanding of domain-specific gaps which will need to be addressed before moving learning onto what would ordinarily be the sequence of learning. All children still have an eagerness to learn in maths lessons and lockdown has not affected their attitudes.
Writing	Children have missed out on the regular opportunity to apply and practise writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Writing stamina has been impacted, with a clear emerging issue around resilience for writing and a need to refocus on pride in handwriting and presentation. The build- up and lesson inputs that focus on enhancing and progressing children's writing skills could not happen in the way that they do in class normally, and therefore some of the precision and detail that we would normally expect to see in the children's writing is missing.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, benchmarking has identified more children who have a lower reading age than would be expected for their year group. Reading and phonics assessment in Key Stage 1 shows that the impact on younger children is much more significant and therefore teaching is being adapted to give a much stronger focus on development of reading and phonics. Children seemed to have continued to foster a love of reading during lockdown, however it is the development of wider reading comprehension skills which have clearly been impacted for children in Key Stage 2. Vocabulary development is a high priority in terms of whole school improvement this year and this will support the wider development of reading that is required to address gaps that have emerged.
RE	There are significant gaps in knowledge. Activities were set for children, but there is no guarantee that these were completed or of the quality of this learning. Resources were provided to support children spiritually whilst away from school, the use of these resources cannot be demonstrated so a focus upon returning is to re-establish a clear routine of prayer and reflection during the school day.
Non-core	There are significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on and continue to miss out on some of the wider curriculum experiences e.g. trips, visitors and powerful enrichment opportunities. Teachers are using subject specific progression documents and road maps to ensure children are prepared and able to access a new unit in learning.
Social interaction and emotional wellbeing	Regular routines were not maintained for many children during lockdown and whilst alternative induction and transition arrangements were implemented during the summer term, this has needed to be a significant focus as part of our recovery plan, to support children with their social, emotional and behavioural needs. We have consciously planned to combine our social and emotional learning with our academic curriculum. Opportunities have also been introduced to allow children to articulate their experience and feeling towards lockdown and school closure and subsequent return to school. Families continue to be affected by COVID19 emotionally and financially, working patterns and arrangements have changed and this is impacting on some children emotionally.

Planned expenditure

(The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Evaluation/Impact	Lead	Review
High Quality Teaching for All <ul style="list-style-type: none"> All children make at least good progress from their starting points. 	<ul style="list-style-type: none"> Sharing of good practice across key stages, the schools and wider collaborative networks Subject leaders to support class teachers in their knowledge of concepts Ensure explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies are key components of high quality teaching and learning Completion of Transforming Teaching CPD Implementation of instructional coaching for all teachers 		DV	Termly Pupil Progress Meetings
Effective diagnostic assessment <ul style="list-style-type: none"> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. 	<ul style="list-style-type: none"> Reading Benchmark (PM) assessments for all children White Rose maths assessment materials / DfE ready to progress criteria Consolidation of pre- and post-learning tasks and other responsive teaching techniques Y6 baseline using past-SATs papers 	See baseline assessment analysis	DV	Termly Pupil Progress Meetings
Supporting Remote learning <ul style="list-style-type: none"> All children can access high quality remote learning that closely matches the curriculum offer within school. 	<ul style="list-style-type: none"> Upgrade Microsoft Office 365 Education to give full access for all children 	See: Remote learning plan Parent/carer survey Key Stage 2 survey Monitoring evidence	DV	Ongoing
Focussing on Professional Development <ul style="list-style-type: none"> Staff feel confident and empowered to deliver high quality teaching and learning in the classroom and remotely, whilst taking into account their own wellbeing and circumstances. 	<ul style="list-style-type: none"> Expert teaching Microsoft Office 365 Education Metacognition/Self-regulation to support pupil's effective remote learning Spelling Shed / Maths Shed / other apps to support remote learning <p>(£150)</p>	See staff survey	DV	July 2021
Total budgeted cost				£ 150

ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Evaluation/Impact	Lead	Review
High quality 1-to-1 and small group tuition <ul style="list-style-type: none"> Identified children will have significantly increased rates of progress in identified areas where there are arrears in learning. 	<ul style="list-style-type: none"> During Spring/Summer term identified children will access learning sessions and specific and targeted interventions in line with assessed gaps in learning. (£1,137) 		KL	April 2021
Teaching Assistants and targeted support <ul style="list-style-type: none"> All children make at least good progress from their starting points with the impact of targeted intervention evident. Ambition for all pupils is high and support is in place for pupils with SEND within the classroom and remotely 	<ul style="list-style-type: none"> Appropriate interventions are identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). (£11,193) 		KL	April 2021
Total budgeted cost				£12,330

iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Evaluation/Impact	Lead	Review
Supporting pupils' social, emotional and behavioural needs <ul style="list-style-type: none"> Children are happy, confident, resilient and emotionally equipped to access the curriculum. 	<ul style="list-style-type: none"> Daily PSHE / wellbeing sessions Daily physical activity sessions in addition to PE (Link to Pupil Premium Spend) 		CT	Termly
Communicating with and supporting parents and carers whilst sustaining engagement <ul style="list-style-type: none"> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. 	<ul style="list-style-type: none"> Additional online learning resources to be shared with parents to support during periods of remote learning and for homework <ul style="list-style-type: none"> Spelling Shed / Maths Shed Literacy Shed White Rose Premium Charanga Barefoot computing REAL PE at home (Link to PE Premium Spend) 	<p>See: Remote learning plan Parent/carer survey Key Stage 2 survey Monitoring evidence</p>	KJ	Feb 21

Access to technology <ul style="list-style-type: none"> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. 	<ul style="list-style-type: none"> IT support to prepare a set of devices to distribute for remote learning to support families without access Parent survey – access IT support to check teacher laptops are up to date with required resources DfE Allocation – 4 Laptop Potential purchase of additional devices (DFC funded) 	Parent survey complete and plan in place to support families who do not have sufficient access to devices 4 DfE laptops received 9 devices on loan to families	KJ/SY	Dec 20
Total budgeted cost				-